

Title of the Programme: S.Y.B.A.(Sociology)

Preamble

AES's Tuljaram Chaturchand College has made the decision to change the syllabus of across various faculties from June, 2023 by incorporating the guidelines and provisions outlined in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcome approach for the development of the students. By establishing a nationally accepted and internationally comparable credit structure and courses framework, the NEP 2020 aims to promote educational excellence, facilitate seamless academic mobility, and enhance the global competitiveness of Indian students. It fosters a system where educational achievements can be recognized and valued not only within the country but also in the international arena, expanding opportunities and opening doors for students to pursue their aspirations on a global scale.

In response to the rapid advancements in science and technology and the evolving approaches in various domains of Sociology and related subjects, the Board of Studies in Sociology at Tuljaram Chaturchand College, Baramati - Pune, has developed the curriculum for the third semester of S.Y.B.A. Sociology, which goes beyond traditional academic boundaries. The syllabus is aligned with the NEP 2020 guidelines to ensure that students receive an education that prepares them for the challenges and opportunities of the 21st century. This syllabus has been designed under the framework of the Choice Based Credit System (CBCS), taking into consideration the guidelines set forth by the National Education Policy (NEP) 2020, LOCF (UGC), NCeF, NHEQF, Prof. R.D. Kulkarni's Report, Government of Maharashtra's General Resolution dated 20th April and 16th May 2023, and the Circular issued by SPPU, Pune on 31st May 2023.

One of the most significant yet scarcely explored careers, sociology owns enormous potential with bright career opportunities for students who are interested in exploring culture, society and politics and their influence on people in depth. Sociology scope in India is especially

enormous as it is a country full of diverse cultures and socio-political segments, which candidates might want to explore while working in sociology jobs. Contrary to popular perception, sociology is not a restrictive career. Rather opens the door to countless career opportunities in diverse fields. From media to activism, sociology scope in India is as expansive as a spectrum, holding diverse opportunities for candidates to learn their potential in a suitable field and follow the same. In order to have a career in sociology or BA sociology jobs after completing your degree, learn more about the field. Sociology is the study of changes in social life, social causes, and effects of human behavior on society. It also teaches students the method to investigate different structures, such as groups of people, institutions, and society as an entity.

Sociology also helps students develop critical thinking skills and the ability to measure and gather both quantitative and qualitative evidence. Besides, sociology as a platform for a career is growing at pace in India. If you have ever wondered how the dynamics of societies and communities work, sociology is the best avenue for you. In a bachelor or postgraduate course in sociology, students conduct many research projects to study social issues, test theories and perform analytics to develop better models for social development.

A career in sociology entails professional avenues where the study of different social demographics, the effects of various policies is important. The skills and knowledge acquired in sociology are also applied in tackling many administrative challenges that shape a society. So if you wish to make a positive impact on improving your society, studying sociology is ideal for you.

Overall, revising the Sociology syllabus in accordance with the NEP 2020 ensures that students receive an education that is relevant, comprehensive, and prepares them to navigate the dynamic and interconnected world of today. It equips them with the knowledge, skills, and competencies needed to contribute meaningfully to society and pursue their academic and professional goals in a rapidly changing global landscape.

PSO 1: Understanding of Sociological Theories: Graduates should demonstrate a solid understanding of major sociological theories such as functionalism, conflict theory, symbolic interactionism, and feminist theory. They should be able to apply these theories to analyze social phenomena and trends.

PSO 2: Research Skills: Students should develop proficiency in research methods commonly used in sociology, including quantitative and qualitative research methodologies. They should be able to design research projects, collect and analyze data, and draw meaningful conclusions.

PSO 3: Critical Thinking and Analysis: Graduates should be able to critically evaluate social issues, policies, and cultural practices using sociological perspectives. They should develop the ability to identify biases, assumptions, and implications of different social phenomena.

PSO 4: Social Diversity and Inequality: A program in sociology typically aims to increase awareness and understanding of social diversity, inequality, and social justice issues. Students should be able to analyze how factors such as race, class, gender, ethnicity, and sexuality shape individuals' experiences and opportunities.

PSO 5: Effective Communication: Graduates should possess strong written and oral communication skills. They should be able to present their ideas clearly and persuasively, both in academic settings and in professional contexts.

PSO 6: Ethical Awareness: Programs often emphasize ethical considerations in sociological research and practice. Graduates should understand the ethical implications of their work and demonstrate ethical decision-making skills.

PSO 7: Applied Sociology: Some programs may include opportunities for students to apply sociological knowledge and skills in real-world settings through internships, fieldwork, or community-based projects.

PSO 8: Preparation for Further Study or Employment: Whether students plan to pursue further education in sociology or related fields, or enter the workforce directly after graduation, the program should prepare them with the necessary skills and knowledge to succeed in their chosen path.

Course Structure for S.Y.B.A. Sociology (2024 Pattern) as per NEP-2020

Sem	Course Type	Course Code	Course Title	Theory/ Practical	Credits
III (5.0)	Major Mandatory	SOC-201-MRM	Foundations of Sociological Thought - I	Theory	04
	Major Mandatory	SOC -202-MRM	Indian Society: Issues and Problems -I	Theory	02
	Vocational Skill Course (VSC)	SOC -203-VSC	Industrial Sociology - I	Theory	02
	Field Project(FP)	SOC -204-FP	Field Project	Practical	02
	Minor	SOC -205-MN	Introduction to Population Studies -I	Theory	04
	Open Elective (OE)	SOC -206-OE	Population Growth and Society- I	Theory	02
	Subject Specific Indian Knowledge System (IKS)	SOC-207-IKS	Perspectives on Indian Society	Theory	02
	Ability Enhancement Course (AEC)	MAR-210-AEC/ HIN-210-AEC		Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CUL/ NSS/NCC-211-CC	To be continued from the Semester - II		02
Total Credits Semester - III					22
IV (5.0)	Major Mandatory	SOC -251-MJM	Foundations of Sociological Thought - II	Theory	04
	Major Mandatory	SOC -252-MJM	Indian Society: Issues and Problems -II	Theory	02
	Vocational Skill Course (VSC)	SOC -253-VSC	Industrial Sociology - II	Theory	02
	Community Engagement Project (CEP)	MAR -254-CEP		Practical	02
	Minor	SOC -255-MN	Introduction to Population Studies -II	Theory	04
	Open Elective (OE)	SOC -256-OE	Population Growth and Society- II	Theory	02
	Skill Enhancement Course (SEC)	SOC - 257-SEC	Introduction to Urban Society	Theory	02
	Ability Enhancement Course (AEC)	MAR-260-AEC/ HIN-260-AEC		Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CUL/ NSS/NCC-261-CC	To be continued from the Semester - III		02
Total Credits Semester - IV					22
Total Credits Semester – III + IV					44

CBCS Syllabus as per 2024 Pattern as per NEP 2020 for S.Y.B.A Sociology

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory (Theory)
Course Code	: SOC-201-MRM
Course Title	: Foundations of Sociological Thought -I
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

1. Understand the historical development of sociology as a discipline and its key founders.
2. Identify and analyze major theoretical perspectives in sociology, such as functionalism, conflict theory, symbolic interactionism, and feminism.
3. Critically evaluate sociological theories and their relevance to understanding contemporary social issues.
4. Apply sociological concepts and theories to analyze and interpret social phenomena in everyday life.
5. Develop a sociological imagination, which allows for a deeper understanding of the relationship between individual experiences and broader social structures.
6. Engage in informed discussions and debates about sociological theories and their implications for society.
7. Conduct basic research using sociological methods and approaches, such as surveys, interviews, and content analysis.

Course Outcomes:

- CO1: Students are familiarized with social, political, economical and intellectual contexts of emergence of Sociology.
- CO2: Students are able to understand social thoughts.
- CO3: Students are familiarized with major perspectives and works of some Indian sociologists.
- CO4: Students would be able to gain knowledge about the emergence and development of Sociology.
- CO5: Students are familiarized the pioneers of the subject like Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto etc.
- CO6: Students would be able to gain knowledge some important classical theories.

CO7: Students are familiarized with development of sociological thoughts in India.

Unit I: The Emergence of Sociological Thought: Intellectual and Social Context (15)

- a) Enlightenment
- b) French Revolution
- c) Industrial Revolution

Unit II: The Positivist School (15)

August Comte

- a) Positivism
- b) Law of three stages

Emile Durkheim

- a) Theory of social facts
- b) Theory of suicide and theory of religion

Unit III: The Conflict School: Karl Marx (15)

- a) Historical Materialism
- b) Theory of Class Struggle
- c) Theory of Alienation

Unit IV: The Interpretative School: Max Weber (15)

- a) Theory of Social Action
- b) Ideal Type

Essential Readings

- 1) Abraham, M.F. 1990. *Modern Sociological Theory: An Introduction*, New Delhi. Oxford University Press, Pp 72- 143.
- 2) Abraham M.F. and Morgan J.H., 1996. *Sociological Thought*, Madras. MacMillan India, Pp 7-17, 28- 45, 103-126, 156-183
- 3) Aron Raymond, 1982. *Main Currents in Sociological Thought*, Vol. 1 and 2, New York. Penguin Books.
- 4) Coser Lewis, 1979. *Masters of Sociological thought*, New York, Harcourt, Harcourt Brace Jovanovich,. Pp-7-13, 129-139, 43-53, 217-224.
- 5) Cuff, E., Sharrock, W. and Francis, D. 1992. *Perspectives in Sociology*, London, Routledge 3rd Ed.
- 6) Dhanagare D.N., 1999. *Themes and Perspectives in Indian Sociology*, Jaipur. Rawat Publications, Pp 31-77
- 7) Haralombus M and Holborn, 2000. *Sociology: Themes and Perspectives*, London. Collins

pub, Pp 1035-1056.

- 8) Judge Paramjit, 2012. *Foundations of Classical Theory*, Delhi. Pearson Pub, Pp-42-46, 54-60, 92-103, 111-115, 116-119
- 9) KunduAbhijit, 2012. *Sociological Theory*, Delhi. Pearson Pub, Pp-8-21, 66-74, 77-79
- 10) Nagla B. K., 2008. *Indian Sociological Thought*, Jaipur. Rawat Pub, Pp 8-28, 67-70, 93-111, 138-153, 212-225, 303-327
- 11) Patel Sujata, (ed) 2011. *Doing Sociology in India*, New Delhi. Oxford, Pp- 11-29
- 12) Pramanik S. K. 2001. *Sociology of G. S. Ghurye*, Jaipur., Rawat, Pp-19-30
- 13) Ray Larry J., 2010. *Theorizing Classical Sociology*, New Delhi. Tata McGraw-Hill, Pp 1-57
- 14) Ritzer George, 1996. *Sociological Theory*, New Delhi. Tata-McGraw Hill, 6th.Ed.Pp 39-58, 73-91, 108- 121

Reference Books

- 1) Das Veena. (ed), 2003. *Oxford India Companion to Sociology and Social Anthropology*, New Delhi. Oxford University Press,
- 2) Morrison Ken, 1995. *Marx, Durkheim, Weber: Formation of Modern Social Thought*, London. Sage,
- 3) Oommen and Mukherji (ed) 1986. *Indian Sociology: Reflections and Introspections*, Bombay. Popular Prakashan, Pp 16 – 55
- 4) Singh Yogendra, 1986. *Indian Sociology: Social Conditioning and Emerging Concerns*, New Delhi. Vistaar, Pp 1 – 31.
- 5) Vivek P.S., 2002. *Sociological Perspectives and Indian Sociology*, Mumbai. Himalaya Publishing House.
- 6) *Speeches and Writings of Dr. B.R. Ambedkar*, 1990. Education Department, Govt. of Maharashtra volume. 7., Pp-114-131, 156-185, 178-280, 370-379.

मराठी पुस्तके –

१. आगलावे प्रदीप, २००१, समाजशास्त्रज्ञ डॉ.बाबासाहेब आंबेडकर, पुणे, सुगावा प्रकाशन, ५१- १३२
२. गजेंद्रगड आणि मारुलकर, २०००. समकालीन भारतीय समाजशास्त्रज्ञ, कोल्हापूर. फडके प्रकाशन. ५७-१२३, १४६-१६९, २३६-२५८, ३१६-३२२.
३. मोटे दादासाहेब, २००५. समाजशास्त्रीय विचारांचे आधार, औरंगाबाद, नक्षत्र प्रकाशन.
४. वैद्य एन.एस., १९८७. सामाजिक विचारवंत, नागपूर. महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.
५. गर्गे एस.एम., १९८९. भारतीय समाजविज्ञान कोश, पुणे. समाजविज्ञान मंडळ.

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** S.Y.B.A. (Semester- III)**Subject:** Sociology**Course:** Foundation of Sociological Thoughts - I **Course Code:** SOC-201-MRM**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3		3
CO 2			3	3	3	3		3
CO 3		2	3	3		2		3
CO 4				3				
CO 5			2	3				2
CO 6	3		1	3	3	3		3
CO 7	1	1		3	3	2		1

Justification for the mapping**PO1: Research-Related Skills**

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

PO2: Effective Citizenship and Ethics

CO 2: Students Are Able To Understand Social Thoughts.

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

PO3: Social Competence

- CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.
- CO 2: Students Are Able To Understand Social Thoughts.
- CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.
- CO 5: Students Are Familiarized The Pioneers Of The Subject Like AugusteCompte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto Etc.
- CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

PO4: Disciplinary Knowledge

- CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.
- CO 2: Students Are Able To Understand Social Thoughts.
- CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.
- CO 4: Students Would Be Able To Gain Knowledge About The Emergence And Development Of Sociology.
- CO 5: Students Are Familiarized The Pioneers Of The Subject Like Auguste Compte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto Etc.
- CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.
- CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

PO5: Personal and Professional Competence

- CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.
- CO 2: Students Are Able To Understand Social Thoughts.
- CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.
- CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

PO6: Self-directed and Life-long Learning

- CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.
- CO 2: Students Are Able To Understand Social Thoughts.
- CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.
- CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.
- CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

PO8:Critical Thinking and Problem solving

CO 1: Students Are Familiarized With Social, Political, Economical And Intellectual Contexts Of Emergence Of Sociology.

CO 2: Students Are Able To Understand Social Thoughts.

CO 3: Students Are Familiarized With Major Perspectives And Works Of Some Indian Sociologists.

CO 5: Students Are Familiarized The Pioneers Of The Subject Like Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto Etc.

CO 6: Students Would Be Able To Gain Knowledge Some Important Classical Theories.

CO 7: Students Are Familiarized With Development Of Sociological Thoughts In India.

CBCS Syllabus as per 2024 Pattern as per NEP 2020 for S.Y.B.A Sociology

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory (Theory)
Course Code	: SOC-202-MJM
Course Title	: Indian Society: Issues and Problems - I
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To provide students with a comprehensive understanding of the historical, cultural, and sociological foundations of Indian society.
2. To analyze the major social, cultural, economic, and political issues and problems facing Indian society today.
3. To explore the diversity and complexity of Indian society, including its various social structures, institutions, and practices.
4. To examine the impact of globalization, modernization, and urbanization on Indian society.
5. To critically evaluate theories and perspectives on Indian society from various disciplines such as sociology, anthropology, history, and political science.
6. To develop students' ability to think critically and analytically about social issues and problems in Indian society.
7. To encourage students to engage in informed and respectful discussions on sensitive issues related to caste, gender, religion, and ethnicity in Indian society.

Course Outcomes:

- CO1: Students are able to understand social issues and are empowered to face social problems.
- CO2: Students are able to understand changing nature of social problems in India.
- CO3: Students are able to analyze social issues and problems using different

sociological perspectives.

CO4: Students get familiar with Indian social system.

CO5: Students get familiar with social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion, corruption, family and health problems etc.

CO6: Students are able to understand social problems faced by the individuals and the society and introspects how to handle the issues in socioeconomic perspectives.

CO7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

Unit I: Social Problems

(10)

- a) Social Problems: Meaning, characteristics and causes
- b) Approaches to social problems – structural functional, conflict and Interactionist

Unit II: Structural Issues and Problems

(10)

- a) Problems of Caste Inequality and Discrimination. – Meaning, Nature and Causes
- b) Poverty (Rural and Urban) – Meaning, Nature and Causes

Unit III: Gender Inequality and Discrimination

(10)

- a) Aspects of gender inequality and discrimination – economic, cultural, political, familial.
- b) Violence against women – domestic violence, sexual violence, sex selective abortion and trafficking.

Essential Readings

- 1) Ahuja Ram, 1993. *Indian Social System*. Jaipur. Rawat Publications.
- 2) Ahuja Ram, 2000. *Social Problems in India*. Jaipur. Rawat Publications, pp- 1-26, 27-69, 70-90, 193-217, 119-127, 308-341,
- 3) Deb, Sibnath., 2005. *Contemporary Social Problems in India*. New Delhi Anmol Publications.
- 4) Tripathi. R. N., 2011. *Indian Social Problems*, Pinnacle Technology, New Delhi
- 5) Prasad B.K., 2004. *Social Problems in India*, Vol. I and II, New Delhi Anmol Publications Pvt. Ltd.
- 6) Selwyn Stanley., 2004. *Social Problems in India*. New Delhi. Allied Publishers,

- 7) Jogan Shankar., 1992. *Social Problems and Welfare in India*. US South Asia Books.
- 8) Madan G. R., 2009. *Indian Social Problems*. Vol. I and II. New Delhi. Allied publishers,pp-
- 9) PandeyRajendra., 1994. *Social Problems in Contemporary India*. New Delhi. Ashish Publishing House,
- 10) Purushottam G. S., 2003. *Social Problems in India*, Mumbai.Himalaya Publishing House,
- 11) Murthy, V and Thakur, J., 2013. 'Scheduled Caste Women: Problems and Challenges' *Indian Streams Research Journal*, Vol 3, Issue 11, Pp 1-7 (2013). Available at <http://www.isrj.net/UploadedData/3378.pdf>
- 12) D. Swarupa Rani, Sadu Rajesh, 2014. March: 'Socio - Economic Status of Dalit Women- A Study In Andhra Pradesh', *Indian Streams Research Journal*, Vol 4, Issue 2, Pp 1- 6 Available at <http://www.isrj.net/UploadedData/4287.pdf>
- 13) Dr. Karade Jagan, Inequality and Poverty, Rawat Publication, Delhi

Reference Books

- 1) Dandanean Steven P., 2001. *Taking it Big: Developing Sociological Consciousness in Postmodern Times*. New Delhi. London. Pine Edge Press.
- 2) GadgilMadhav and GuhaRamchandra, 1996. *Ecology and Equity*. New Delhi. Oxford University Press
- 3) Giddens Anthony (ed)., 2001. *Sociology: Introductory Readings*. Cambridge, Polity Press.
- 4) Gupta M. and Chen Martha Alter. 1996. *Health, Poverty and Development in India*. New Delhi. Sage Publications.
- 5) Mckinney Kathleen and Beck Frank (ed)., 2001. *Sociology through Active Learning*. New Delhi. Pine Edge Press. London.
- 6) Sen Amartya, 1992. *Inequality Reexamined*. Russell New York. Sage foundation,
- 7) Vivek P. S., 2002. *Sociological Perspectives and Indian Sociology*. Mumbai. Himalaya Publishing House.
- 8) Tribhuvan Robin D., 2014, *Social Problems and Developmental Issues of Youth*. New Delhi. Discovery Publishing House Pvt. Ltd.

मराठी पुस्तके -

१. लोटे रा.ज., २००३. भारतीय समाज आणि सामाजिक समस्या, नागपूर. पिंपळापुरे प्रकाशन.
२. पाटे सुमन, १९९१. भारतीय सामाजिक समस्या, नागपूर, विद्या प्रकाशन.
३. ओमन टी. के., २००५. भारतीय समाजातील समस्या व वाद, अनुवादक- संगीता फाटक, पुणे, डायमंड प्रकाशन. १-४१, ७७-९०.
४. माने माणिक, १९९९, गुन्हेगारीशास्त्र, कोल्हापूर, फडके प्रकाशन १५-३१, ९९-१२६, १२७-१४६.

५. खडसे भा.कि., १९९९, भारतातील सामाजिक समस्या, नागपूर, श्री.मंगेश प्रकाशन. १-६५, ९२-११७, १६६-१८८, २०१-२०९, २२१-२५३.
६. काळदाते सुधा, गव्हाणे-गोटे शुभांगी २००५, गुन्हा आणि समाज, नागपूर, पिंपळापुरे प्रकाशन.
७. कोंडेकर ए.वाय., मारुलकर विजय २०१२, भारतातील सामाजिक समस्या, कोल्हापूर, फडके प्रकाशन.
८. मारुलकर आणि मारुलकर, २००० समकालीन भारतातील सामाजिक समस्या, पुणे, नरेंद्र प्रकाशन. १-३२, ३३-४५, १११-१३८, २२९-२९४.
९. आगलावे प्रदीप, २००१, समाजशास्त्रज्ञ डॉ.बाबासाहेब आंबेडकर, पुणे, सुगावा प्रकाशन, ५१- १३२
१०. गजेंद्रगड आणि मारुलकर, २०००. समकालीन भारतीय समाजशास्त्रज्ञ, कोल्हापूर. फडके प्रकाशन. ५७- १२३, १४६-१६९, २३६-२५८, ३१६-३२२.
११. मोटे दादासाहेब, २००५. समाजशास्त्रीय विचारांचे आधार, औरंगाबाद, नक्षत्र प्रकाशन.
१२. वैद्य एन.एस., १९८७. सामाजिक विचारवंत, नागपूर. महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ.
१३. गर्गे एस.एम., १९८९. भारतीय समाजविज्ञान कोश, पुणे. समाजविज्ञान मंडळ

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Subject: Sociology

Course: Indian Society: Issues & Problems - I

Course Code: SOC-102-MRM

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1		3	3		3			3
CO 2	3	3			3	3		2
CO 3	3		2	3	3	3		3
CO 4	1	3		3	2			
CO 5		3				2		3
CO 6		2		3	3			
CO 7		2	3		3	3		2

Justification for the mapping

PO1: Research-Related Skills

CO 2: Students are able to understand changing nature of social problems in India.

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 4: Students get familiar with Indian social system.

PO2: Effective Citizenship and Ethics

CO 1: Students are able to understand social issues and are empowered to face social problems.

CO 2: Students are able to understand changing nature of social problems in India.

CO 4: Students get familiar with Indian social system.

CO 5: Students get familiar with social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion, corruption, family and health problems etc.

CO 6: Students are able to understand social problems faced by the individuals and the society and introspects how to handle the issues in socioeconomic perspectives.

CO 7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

PO3: Social Competence

CO 1: Students are able to understand social issues and are empowered to face social problems.

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

PO4: Disciplinary Knowledge

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 4: Students get familiar with Indian social system.

CO 6: Students are able to understand social problems faced by the individuals and the society and introspects how to handle the issues in socioeconomic perspectives.

PO5: Personal and Professional Competence

CO 1: Students are able to understand social issues and are empowered to face social problems.

CO 2: Students are able to understand changing nature of social problems in India.

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 4: Students get familiar with Indian social system.

CO 6: Students are able to understand social problems faced by the individuals and

the society and introspects how to handle the issues in socioeconomic perspectives.

CO 7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

PO6: Self-directed and Life-long Learning

CO 2: Students are able to understand changing nature of social problems in India.

CO 4: Students get familiar with Indian social system.

CO 5: Students get familiar with social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion, corruption, family and health problems etc.

CO 7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

PO8: Critical Thinking and Problem solving

CO 1: Students are able to understand social issues and are empowered to face social problems.

CO 2: Students are able to understand changing nature of social problems in India.

CO 3: Students are able to analyze social issues and problems using different sociological perspectives.

CO 5: Students get familiar with social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion, corruption, family and health problems etc.

CO 7: Students are able to understand how to deal with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.

CBCS Syllabus as per 2024 Pattern as per NEP 2020 for S.Y.B.A Sociology

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory (Theory)
Course Code	: SOC -203-VSC
Course Title	: Industrial Sociology - I
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To Provide the Students Sociological understanding of work and industry.
2. To expose the PG Students with the knowledge of industrialization process and work.
3. To acquaint the student with dynamics of industrial relation and consequences.
4. To Understand the Problems faced by Labour in Organized and Unorganized Sector
5. To Provide the Students Sociological understanding of work and industry.
6. To expose the PG Students with the knowledge of industrialization process and work.
7. To acquaint the student with dynamics of industrial relation and consequences.
8. To Understand the Problems faced by Labour in Organized and Unorganized Sector.

Course Outcomes:

By the end of the course, students will be able to:

- CO1. Students are able to understand work and industry.
- CO2. Students are able to understand the Problems faced by Labour in Organized and Unorganized Sector.
- CO3. Explain the main concepts and theories in sociology of work and industry.
- CO4. Explain the main concepts and theories in sociology of work and industry.
- CO5. Define the concept of work and describes the development of the concept in historical period.
- CO6. Explain the classical and contemporary theories of work towards the sociological analyses of work and industry.
- CO7. Define major developments and social regulations that shape the working life and industrial relations.
- CO8. explain the changes and transformations in working life that industrialization gave rise to.
- CO9. Explain the main dynamics of the conflict and cooperation in working life and industrial relations.

Topics and Learning Points

Teaching Hours

UNIT1: Industrial Sociology

10

- a) Definition and scope of industrial sociology
- b) Importance of industrial sociology
- c) Impact of industrialization on society

UNIT2: Evolution of Production System

10

- a) Early methods of production
 - I. Menorial method
 - II. Methods Home production
 - III. Team method
- b) The rise of factory production and its causes
- c) Features of the factory production method

UNIT3: Industrial Organization

10

- a) Industrial Organization: Concept and Importance
- b) Types of industrial organization
- c) Features of the authority technique

Essential Readings:

1. Breman, Jan. 2008. Omnibus. OUP. New Delhi
2. Breman, Jan. Footloose Labour- Working in India's informal sector. Cambridge
3. Giddens, Anthony. 2006. Sociology. Polity Press. U.K.
4. Macionis, Jhon. 2006. Sociology. Pearson Edition.
5. Watson, Tony J. 1996. Sociology of Work and Industry. Routledge. New York.

References:

1. Bhowmik, Sharit K. 2002. "India" in Worlds of Work: Building an International Sociology of Work. in Cornfield, D. and Hodson, R. (Eds). New York: Kluwer Academic/Plenum Publishers.
2. Bhowmik, Sharit K. 2004. Work in globalizing economy: Reflections on outsourcing in India Labour, Capital and Society. 37 (1&2).
3. Bhowmik, Sharit K. 2009. "India: Labour Sociology Searching for Direction' in Work and Occupations. Volume 36, Number 2, Sage Publications.
4. Bhowmik, Sharit K. 2012. Industry, Labour and Society. New Delhi: Orient BlackSwan.
5. Bhowmik S.K. (2014) 1. Ed. The State of Labour: The Global Financial Crisis and Its Impact. Routledge, New Delhi, 2014. and 2.
6. Dutt, R. (Ed.). 1997. Organising the unorganized workers. New Delhi: Vikas Publications.
7. Ramesh, Babu. 2004. "Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non Standard work", Economic and Political weekly, 31 January, pp. 492- 497.
8. Sinha, B. 1990. Work Culture in the Indian Context. Delhi: Sage Publications.

Marathi:

१. घडियाली, रेहाना, समकालीन भारतातील स्त्रिया, डायमंड पब्लिकेशन, पुणे.
२. डॉ. जगन कराडे, २००८, जागतिकीकरण : भारतासमोरील आव्हाने, डायमंड पब्लिकेशन, पुणे.
३. नाडगोंडे गुरुनाथ, औद्योगिक समाजशास्त्र, कॉन्टिनेन्टल प्रकाशन, मुंबई.
४. पंडित नलिनी २००१, जागतिकीकरण आणि भारत (Lokvangmay gruha) Pune.

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Course: Industrial Sociology - I

Subject: Sociology

Course Code: SOC -203-VSC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3			3	3			
CO 2	3		3	3	2			
CO 3	2	2						
CO 4		3						
CO 5		3						
CO 6		2		2	3			
CO 7		3	3	2	2			

Justification for the Mapping

PO1: Research-Related Skills

CO 1: Locate, critically read, and evaluate information to solve problems.

CO 2: Apply knowledge and skills within and across the fundamental ways of knowing.

CO 6: Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.

PO2: Effective Citizenship and Ethics

CO 3: Demonstrate an appreciation of human expression through literature and fine and performing arts.

CO 4: Demonstrate the skills for effective citizenship and stewardship.

CO 5: Demonstrate an understanding of diverse cultures within and across societies.

CO 6: Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.

CO 7: Apply principles of physical and emotional health to wellness.

PO3: Social Competence

CO 2: Apply knowledge and skills within and across the fundamental ways of knowing.

CO 7: Apply principles of physical and emotional health to wellness.

PO4: Disciplinary Knowledge

CO 1: Locate, critically read, and evaluate information to solve problems.

CO 2: Apply knowledge and skills within and across the fundamental ways of knowing.

CO 6: Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.

CO 7: Apply principles of physical and emotional health to wellness.

PO5: Personal and Professional Competence

CO 1: Locate, critically read, and evaluate information to solve problems.

CO 2: Apply knowledge and skills within and across the fundamental ways of knowing.

CO 6: Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.

CO 7: Apply principles of physical and emotional health to wellness.

CBCS Syllabus as per 2024 Pattern as per NEP 2020 for S.Y.B.A Sociology

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: S.Y.B.A.
Semester	: III
Course Type	:Field Project(FP) (Practical)
Course Code	: SOC -204-FP
Course Title	: Field Project
No. of Credits	: 02
No. of Teaching Hours	: 30

CBCS Syllabus as per 2024 Pattern as per NEP 2020 for S.Y.B.A Sociology

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: S.Y.B.A.
Semester	: III
Course Type	: Minor
Course Code	: SOC -205-MN
Course Title	: Introduction to Population Studies -I
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

1. Understand the basic concepts and theories used in the study of population dynamics.
2. Examine the major demographic processes such as fertility, mortality, migration, and population growth.
3. Analyze the historical trends and current patterns of global population change.
4. Explore the relationship between population dynamics and various social, economic, and environmental issues.
5. Learn the methods and techniques used in population research, including data collection and analysis.
6. Discuss the implications of population trends for public policy and planning.
7. Develop critical thinking skills through the evaluation of demographic data and research findings.

Course Outcomes:

- CO1: Students get familiar with the field of demography and introduce demographic processes.
- CO2: Students are able to understand the nature, scope and concepts related to population studies.
- CO3: Students are able to critically analyze the theoretical perspective of population studies.
- CO4: Students are able to understand the global population trends, and demographic perspectives.
- CO5: Students are able to evaluate the population policy and population profile of India.
- CO6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.
- CO7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

Topics and Learning Points

Unit I – Introduction to Population Studies

(15)

- a) Population Studies – Meaning, Scope and Importance
- b) Evolution of Population Studies - Micro Demography to Macro Demography

Unit II – Theories and Perspectives in Population studies

(15)

- a) Malthusian and neo-Malthusian theory
- b) Demographic Transition theory
- c) Marxist perspective
- d) Feminist perspective

Unit III – Sources of population data

(15)

- a) Census – definition and importance
- b) Registration of vital events (birth, death, marriage, adoption, divorce) – meaning and importance
- c) National Sample Survey – meaning and importance
- d) Recent trends in collection of population data – Adhar (Unique Identification Data) – meaning and debate about

Unit IV – Population policy in India

(15)

- a) Population policy and Role of state
- b) Population policy in India- Pre- and post-independence
 - (i) Family planning – 1961; ii) Family welfare 1977; iii) National Population Policy

Essential Readings

1. Bhende A. And Kanitkar T. 2003. *Principles of Population Studies*. Himalaya Publishing House.
2. Bose Ashish. 1991. *Demographic Diversity in India*. Delhi. B.R.Publishing Corp.
3. Chandna R. C. 1998. *Population*. Delhi. Kalyani Publications.
4. Cox Peter. 1976. *Demography*. London. Cambridge University Press. (For 'why demography')
5. Demeny Paul and McNicoll Geoffrey (eds). 1998. *Population and Development*. Earthscan Pub. Ltd. (For relationship between population growth and economic growth)
6. Dreze Jean and Sen Amartya. 2011. *India: Development and Participation*. New Delhi. Oxford University Press. (Chapter 6 and 7 for population, health and environment; and for gender inequality and women's agency)
7. Nam Charles B. and Philliber Susan Gustavus. 1984. *Population: A Basic Orientation*. New Jersey: Prentice-Hall. (Chap 7 and 8 for population impact on education, economy, environment, polity, religion, family; Chap 9 for population policy)
8. PerveenShama. 2004. *Population Growth and Sustainable Development*. Economic

- and Political Weekly. February 14, 2004. Pp. 629-633
9. Poston Dudley L. and Micklin Michael (eds). 2006. *Handbook of Population*. Springer.
 10. Raju B. Joseph, Gadde Annie Anitha and Rao D.B. 2004. *Population Education*. New Delhi. Sonali Publication.
 11. Rathi Prateek, Mukherjee Arnab, Sen Gita. 2012. *Rashtriya Swasthya Bima Yojana*. Economic and Political Weekly. September 29, 2012. Pp. 57-64
 12. Shukla Ravi. 2010. *Reimagining Citizenship: Debating India's Unique Identification Scheme*. Economic and Political Weekly. January 09, 2010. Pp. 31-36
 13. Trovato Frank (ed.). 2002. *Population and Society – Essential Readings*. Oxford University Press. (For Marxism and Population Question, political economy of fertility)

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1. Agarwal S.N. 1989. *Population Studies with Special Reference to India*. New Delhi. Lok Surjeet Publication.
2. Bloom David E. 2011. *Population Dynamics in India and Implications for Economic Growth*. PGDA Working Paper No. 65 <http://www.hsph.harvard.edu/pgda/working.htm>
3. Bose Ashish. 2000. *North-South Divide in India's Democratic Scene*. Economic and Political Weekly. May 13, 2000. Pp. 1698-1700
4. Bose Ashish. 2005. *Beyond Hindu-Muslim Growth Rate: Understanding socio-economic reality*. Economic and Political Weekly. January 29, 2005. Pp. 370-374
5. Chattopadhyaya Aparajita. 2004. *A Comprehensive Look at Ageing*. Economic and Political Weekly. October 02.
6. Gender Development Reports (see UNDP websites)
7. Heer David M. And Grigsby Jill S. 1994. *Society and Population*. New Delhi. Prentice-Hall of India Pvt. Ltd.
8. Human Development Reports (see UNDP websites)
9. Krishnaraj M., Sudarshan Ratna M., Shariff Abusaleh. (eds) 1998. *Gender, Population and Development*. Delhi. Oxford University Press.
10. Kundu Amitabh. 2009. *Exclusionary Urbanization in Asia: A Macro Overview*. Economic and Political Weekly. Vol. 44, Issue No. 48, November 28, 2009. Pp. 48-58
11. National Population Policy 2000
(<http://india.unfpa.org/drive/nationalpopulation-policy2000.pdf>)
<http://conservancy.umn.edu/bitstream/11299/50283/1/Agrawal,%20Sandhya.pdf>
12. Sen Amartya. 2000. *Development as Freedom*. Delhi. Oxford University Press.
13. Srivastava O.S. 1994. *Demography and Population Studies*. New Delhi. Vikas Publishing House.
14. World Development Reports (see UNDP websites)

मराठी

- 1|कुलकर्णी सुमती आणि कानिटकर तारा|1979|लोकसंख्याशास्त्र| पुणे| श्रीविधी प्रकाशन|
- 2|कानिटकर तारा आणि काLदाते सुधा|2004| लोकसंख्या आणि समाज| औरंगाबाद| विद्या बुक पब्लीशर्स
- 3|पारिख इंदुमती|1983| लोकसंख्येचा भस्मासुर| मुंबई| नव जागृती समाज प्रकाशन|
- 4|ब्राम्हे सुलभा| 2001| वाढत्या लोकसंख्येची भीती कुणाला| पुणे| शंकर ब्राम्हे समाजविज्ञान ग्रंथालय|
- 5|गगनग्रास ज्योती आणि येवले सुधीर|2005| लोकसंख्या आणि समाज| पुणे|निराली प्रकाशन|

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Subject: Sociology

Course: Introduction to Population Studies - I

Course Code: SOC-205-MN

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1		2	2	3				
CO 2	1			2				
CO 3	3			3	3			
CO 4	2			1	3			
CO 5		3	3		2			
CO 6				3				
CO 7	3	3	3	1	3			

Justification for the mapping

PO1: Research-Related Skills

CO 2: Students are able to understand the nature, scope and concepts related to population studies.

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

PO2: Effective Citizenship and Ethics

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

PO3: Social Competence

- CO 1: Students get familiar with the field of demography and introduce demographic processes.
- CO 5: Students are able to evaluate the population policy and population profile of India.
- CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

PO4: Disciplinary Knowledge

- CO 1: Students get familiar with the field of demography and introduce demographic processes.
- CO 2: Students are able to understand the nature, scope and concepts related to population studies.
- CO 3: Students are able to critically analyze the theoretical perspective of population studies.
- CO 4: Students are able to understand the global population trends, and demographic perspectives.
- CO 6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.
- CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

PO5: Personal and Professional Competence

- CO 3: Students are able to critically analyze the theoretical perspective of population studies.
- CO 4: Students are able to understand the global population trends, and demographic perspectives.
- CO 5: Students are able to evaluate the population policy and population profile of India.
- CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

CBCS Syllabus as per 2023 Pattern as per NEP 2020 for S.Y.B.A Sociology

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: S.Y.B.A.
Semester	: III
Course Type	: Open Elective (Theory)
Course Code	: SOC -206-OE
Course Title	: Population Growth and Society - I
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. Gain an understanding of the theories, models, and trends related to population growth, distribution, and change.
2. Examine the social, economic, environmental, and political implications of population growth on societies globally.
3. Explore the concept of demographic transition and its relevance to understanding population change in different regions.
4. Evaluate population policies implemented by various countries and organizations, and their effectiveness in addressing population challenges.
5. Analyze how population dynamics intersect with issues of social inequality, including access to resources, healthcare, and education.
6. Examine the relationship between population growth, migration patterns, and urbanization, and their effects on society.
7. Discuss the role of population growth in environmental degradation and explore strategies for sustainable development.

Course Outcomes:

- CO1: Students get familiar with the field of demography and introduce demographic processes.
- CO2: Students are able to understand the nature, scope and concepts related to population studies.
- CO3: Students are able to critically analyze the theoretical perspective of population studies.
- CO4: Students are able to understand the global population trends, and demographic perspectives.
- CO5: are able to evaluate the population policy and population profile of India.
- CO6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.
- CO7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

Topics and Learning Points

Unit I – Population Dynamics (10)

- a) Sources of population Information- Census, District Gazetteers
- b) Factors leading to population change

Unit II – Population Growth and Social Development (10)

- a) Social Inequality
- b) Position of Women in Society – Thali Index, Happy Index
- c) Size of Family
- d) Marital Status

Unit III – Population Growth and Economic Development (10)

- a) Population Size and Economic Development
- b) Problems and Implications of Population Growth in India
- c) Interrelationship between Population and Economic Development
- d) Human Development Report

Essential Readings:

1. Bhende A. And Kanitkar T. 2003. Principles of Population Studies. Himalaya Publishing House.
2. Bose Ashish. 1991. Demographic Diversity in India. Delhi. B.R. Publishing Corp.
3. Chandna R. C. 1998. Population. Delhi. Kalyani Publications.
4. Cox Peter. 1976. Demography. London. Cambridge University Press. (For 'why demography')
5. Demeny Paul and McNicoll Geoffrey (eds). 1998. Population and Development. Earthscan Pub. Ltd. (For relationship between population growth and economic growth)
6. Dreze Jean and Sen Amartya. 2011. India: Development and Participation. New Delhi. Oxford University Press. (Chapter 6 and 7 for population, health and environment; and for gender inequality and women's agency)
7. Nam Charles B. and Philliber Susan Gustavus. 1984. Population: A Basic Orientation. New Jersey: Prentice-Hall. (Chap 7 and 8 for population impact on education, economy, environment, polity, religion, family; Chap 9 for population policy)
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9. Poston Dudley L. and Micklin Michael (eds). 2006. Handbook of Population. Springer.
10. Raju B. Joseph, Gadde Annie Anitha and Rao D.B. 2004. Population Education. New Delhi. Sonali Publication.
11. Rathi Prateek, Mukherjee Arnab, Sen Gita. 2012. Rashtriya Swasthya Bima Yojana. Economic and Political Weekly. September 29, 2012. Pp. 57-64
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1. Agarwal S.N. 1989. Population Studies with Special Reference to India. New Delhi. LokSurjeet Publication.
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3. Bose Ashish. 2000. North-South Divide in India's Democratic Scene. Economic and Political Weekly. May 13, 2000. Pp. 1698-1700
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6. Gender Development Reports (see UNDP websites)
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8. Human Development Reports (see UNDP websites)
9. Krishnaraj M., Sudarshan Ratna M., Shariff Abusaleh. (eds) 1998. Gender, Population and Development. Delhi. Oxford University Press.
10. Kundu Amitabh. 2009. Exclusionary Urbanization in Asia: A Macro Overview. Economic and Political Weekly. Vol. 44, Issue No. 48, November 28, 2009. Pp. 48-58
11. National Population Policy 2000 (<http://india.unfpa.org/drive/nationalpopulationpolicy2000.pdf>) <http://conservancy.umn.edu/bitstream/11299/50283/1/Agrawal,%20Sandhya.pdf>
12. Sen Amartya. 2000. Development as Freedom. Delhi. Oxford University Press.
13. Srivastava O.S. 1994. Demography and Population Studies. New Delhi. Vikas Publishing House.
14. World Development Reports (see UNDP websites)

Link :

<https://pubmed.ncbi.nlm.nih.gov/12280490/>

मराठी

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Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Subject: Sociology

Course: Introduction to Population Studies - I

Course Code: SOC-205-MN

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1		2	2	3				
CO 2	1			2				
CO 3	3			3	3			
CO 4	2			1	3			
CO 5		3	3		2			
CO 6				3				
CO 7	3	3	3	1	3			

Justification for the mapping

PO1: Research-Related Skills

CO 2: Students are able to understand the nature, scope and concepts related to population studies.

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

PO2: Effective Citizenship and Ethics

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic

outcomes, and public policy issues.

PO3: Social Competence

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

PO4: Disciplinary Knowledge

CO 1: Students get familiar with the field of demography and introduce demographic processes.

CO 2: Students are able to understand the nature, scope and concepts related to population studies.

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 6: Students get familiar with concepts, measures, and theories of fertility, mortality, and migration.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

PO5: Personal and Professional Competence

CO 3: Students are able to critically analyze the theoretical perspective of population studies.

CO 4: Students are able to understand the global population trends, and demographic perspectives.

CO 5: Students are able to evaluate the population policy and population profile of India.

CO 7: Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Sociology
(2023 Pattern)**

Name of the Programme	: B.A. Sociology
Programme Code	: UASOC
Class	: S.Y.B.A.
Semester	: III
Course Type	: Indian Knowledge System
Course Code	: SOC-207-IKS
Course Title	: Perspectives on Indian Society
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To introduce the students to the works of Indian sociologists that shaped the discipline.
2. To expose the students to the processes that shaped the discipline of sociology in India.
3. To familiarize the students to major perspectives and works of some Indian sociologists.
4. Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
5. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
6. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.
7. To understand Indian society through the lens of indigenous knowledge.

Course Outcomes:

By the end of the course, students will be able to:

- CO1. Students have got a theoretical understanding of social thinkers and their theoretical Work in sociology.
- CO2. Understanding the grand foundational themes of sociology.
- CO3. Application of theories and concepts from sociological theories to develop Intellectual openness and curiosity.
- CO4. Appreciation of the concepts and theories to develop awareness of the limits of Current knowledge.
- CO5. Students will understand the continuities, change and contradictions in Indian

society.

CO6. Students will comprehend with various perspective of understanding Indian society

CO7. Students will aware about recent issues in Indian society and debate around the Society.

Topics and Learning Points

	Teaching Hours
UNIT1: The Indological Perspective	10
G.S. Ghurye - Indology and Theory of Caste	
UNIT2: The Structural Functional Perspective	10
M. N. Srinivas - Dominant Caste and Sanskritization	
UNIT3: The Non Brahminical Perspective	10
Dr. B.R. Ambedkar - Theory of Origin of Caste	

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Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.B.A. (Semester- III)

Subject: Sociology

Course: Perspectives on Indian Society

Course Code: SOC -207-IKS

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2			3	2			
CO 2	2			3				
CO 3	2			3				
CO 4	2			3				
CO 5		3	2	3	2			
CO 6		3	2	3	2			
CO 7		2	3	3	2			

Justification for the Mapping

PO1: Research-Related Skills

CO 1: Students have got a theoretical understanding of social thinkers and their theoretical Work in sociology.

CO 2: Understanding the grand foundational themes of sociology.

CO 3: Application of theories and concepts from sociological theories to develop Intellectual openness and curiosity.

CO 4: Appreciation of the concepts and theories to develop awareness of the limits of Current knowledge.

PO2: Effective Citizenship and Ethics

CO 5: Students will understand the continuities, change and contradictions in Indian society.

CO 6: Students will comprehend with various perspective of understanding Indian society.

CO 7: Students will aware about recent issues in Indian society and debate around the Society.

PO3: Social Competence

CO 5: Students will understand the continuities, change and contradictions in Indian society.

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